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ABSTRACT

This chapter briefly speculates on future university trends and values, followed by an examination of four areas that will shape college and university counseling. These four areas are: going with the force; discarding post-industrial counseling organization; counselors as teachers; and student development as a discipline. It is noted that each of these trends offers a unique brand of excitement and a challenge to be faced in the field of college counseling. (GCP)

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Pinching the Future of Higher Education Counseling

By

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Pinching the Future of Higher Education Counseling

Edmond C. Hallberg

It is a rare privilege to have the luxury to envision almost 20 years ahead to the year 2021. In this day and age, most of our time is taken by day-by-day crisis management, which all but precludes speculations about the future. Therefore, it is with pleasure that I look to the future of our field—college counseling.

Speculations in this chapter lead briefly through key and scary future university trends and values; then we will be able to look at four areas that will shape college and university counseling. Each trend offers a unique brand of excitement and a challenge to be faced, although the reader will note a certain amount of agitated nostalgia on my part as well.

Trends in Higher Education

Five major trends seem to be important as background when looking at college counseling in the year 2021. These college trends do not clearly represent directions—visible only is an erupting kaleidoscope of change and choice. However, these five trends seem to be important:

1. computer dominance
2. the university without a place
3. the university as a major source of societal power (and, therefore, money)
4. the narcissism of individuality
5. the faculty as entrepreneurs

Computer Dominance

The good news about the computer, as we well know, is its speed, storage, and memory, which cannot be disputed.

However, little is known about the downside. Patterns indicate bothersome "click-throughs": Office mates e-mail each other instead of having eye-to-eye contact. Personal contact is getting lost in the tiny flag that stands on the AOL mailbox. Personalities seem detached and demeaned to a small icon on the 'net. Although communication continues, the computer allows ¡the community of scholars to remain anonymous—faceless. Increasing computerization, along with faculty overspecialization and the death of a small town campus, have all but "done in" the community of scholars.

Computer dominance has eroded even the classroom, which allows the "unlearned" to select their own teachers and subjects on the Internet. Wisdom, compassion, authority, and trust, past principles of the learning process, seem unimportant, passé. Information is thought to be an education, being informed equates with being literate. Each of these developments twists alma mater beyond recognition.

The University without a Place

Second, it appears that the "place" of the university has all but disappeared. Today colleges are a place for the occasional comings and goings of faculty and students—Penn Station instead of Penn State. In the future, faculties will spend less time on campus. Students will be part-time, dropping in and out for a year or two, and then returning to take a course here and there. Students will be given a "ticket to ride," coming and going and transferring to the trains of their own impressions. College will be a place to manufacture, classify, and retain information, a factory of sorts, not dusty and noisy like those in the past, but a factory nonetheless. The college and university of the future will be without concrete or ivy or walls—or a community of scholars. Satellite U and virtually U will be all we need.

The University as a Major Source of Societal Power

The third trend has to do with the campus as the Fort Knox of the year 2021. Within the new specialized campus trappings mentioned, economic events will be fueled by dollars and cents generated at universities.

If we follow Toffler's (1991) logic in *Power Shift*, we find we are readily shifting from an agricultural, through a post-industrial, to an information-based world economy. Within each wave, economic values (dollars, that is) were in land, then natural resources, and then information, respectively. If information is

today's "serious bucks," and the university is a place where information is developed, stored, and accessed, then the college and university will be the richest institution in the land. Possibly, tomorrow's stock market will record daily fluctuations in the stock of Harvard, Yale, Cal State, and ABC Community College.

If these speculations seem far-fetched, remember we are talking about the year 2021. Keep in mind that after World War II, American colleges and universities tied themselves closely to the federal government. At one point, the University of California at Berkeley was receiving 27% of its funding from the federal government. During the cold war, some portions of Stanford's Physical Science Department received 80% of their monies from outside sources. These universities provided research monies remunerated to faculty by the federal government or other outside sources. Professors invented the transistor, started Silicon Valley—yes, they even invented Viagra—and continually advanced their own economic positions, *as well as* knowledge for its own sake.

Today, Merck's research professors receive millions of dollars to run college and university labs. A professor at UC San Diego explores DNA with a beginning class at the university in the morning, and then in the afternoon, to augment his salary, runs next door to the Salk Institute to do research. Toshiba proposes building a microbiology building at UC Irvine to house the UC faculty members, raising questions as to who has ownership of products.

The Narcissism of Individuality

Fourth, we find a trend that is fueled by computer dominance: the narcissism of individualization. This is a mouthful, but "narcissism" runs deeper year by year in our society. Deep concern for self, so characterized by characters on *Ally McBeal, Seinfeld,* and *Friends,* may close the learner to all but his or her own introspection. Is "me" sufficient to learn, or do we need a more humble learner able to explore and risk beyond self?

Many colleges today propose that students should be consumers. This obviously fuels the narcissism of individuality. Will the future B.A. be as valuable as its predecessors? The last century focused on the development of knowledge of the faculty. Will we make the mistake of being preoccupied with focusing on the learner in this century? A balanced collaboration between faculty and students seems necessary for the superior

transmission of knowledge.

Today, student narcissism dominates even the classroom in many places. Ask any professor who tries to keep the class together for 16 weeks—students miss class without remorse, postpone midterms to take a holiday, and discount key subjects as "not for me." "Vocamania" (the pursuit of preparation for lucrative employment) has all but buried the liberal arts in many colleges. Courses about history, philosophy, and the arts are for the "fringe people." An applied-knowledge future seems to be the curriculum.

The Faculty as Entrepreneurs

The fifth and last trend is that faculty will become entrepreneurial. In the future, faculty will work for an institution of higher learning and become a partner in a biotech company at the same time. Colleges will contract their faculty to work in industry or government. Faculty will be responsible for the disciplines they will develop and research. They will apply their discipline to industry or government, and teach students who will participate with them in industrial applications. Students will have assignments within a discipline, as well as those in other industrial applications.

Faculty tenure will be eliminated due to the pace of change occurring within the universities and colleges as well as in the industrial marketplace. Tenure will have no place in this profitable stew of competitive academe. Professional journals and articles, the bulwark of faculty promotion and its "billboard" (the number of peer reviewed publications), will disappear as the customary counting device for promotion. Instead, the constant ratios for results-based projects within the community and those related to students' success ratios will become the measure of faculty.

Many faculty will live on the campus two or three nights a week, or in industrial "faculty clubs," and then go home. Their teaching will be provided through distance learning, as well as at a "company," or campus. Faculty training and retraining will be a big part of each discipline.

Librarian faculty will be the highest paid professionals in the organization. By the year 2021, "data guides" and "mappers" will see one through the maze of research, Internet, and hologram topics. An overwhelming amount of material and information that is stored and classified will need to be accessed, which will demand that librarians act as information guides for the faculty

member or the project team leader.

If information is wealth, "academic thieves" will be everywhere, gathering information for their purposes. The ownership of intellectual property will be one of the major preoccupations of the day.

Inasmuch as the universities and colleges are the center of information and enterprise, people will be able to "buy a byte" and go into the database of the colleges and universities for a fee. There will also be "knowledge brokerage fees," similar to what Dean Witter and Charles Schwab have today.

Not only is the faculty going to have to change, but the process of higher education as we know it will also change. Faculty will become resource mentors, as mentioned earlier. Students will learn at different rates, with different goals and learning styles. The lecture as the sole teaching method will die in approximately 2010 due to changes in classroom authority, diversity, culture, age, and multipurpose self-education.

Faculty will preside over student assessment in mentoring teams, which will monitor student progress until graduation. Public funds will be allocated accordingly. Many counselors, as well as other faculty, will teach student development courses, which will be set within the corporate setting, as well as in classrooms of English and mathematics.

Moreover, good teaching and research will be tied inextricably to individual student progress. Today's legislators, parents, and students alike are asking penetrating questions for the first time. Two such questions are "How come I can't find any faculty on campus?" and "Why is it that you as faculty lose two-thirds of your students who wish to graduate?" We will be held accountable for the answers to these questions in the next decade.

The students in the year 2021 will be somewhat indentured. They will have long-term educational plans for learning that may last 20 or 30 years. Things will move so fast, students and faculty will constantly need updating. Student tuition could be in excess of $300,000. Many students will have to take out a "knowledge mortgage," similar to a home mortgage, to pay for this increasing cost of education. The average age of students will be 40 years old. Commencement will cease to exist.

Trends in Higher Education Counseling

Given these five speculations regarding trends in the

university and college, we are now able to look more closely at the changes in college counseling in the year 2021. We will look at college counseling in the following ways:

1. going with the force
2. discarding post-industrial counseling organization
3. counselers as teachers
4. student development as a discipline

Going with the Force

Although those of us in counseling long for a connected, simpler life unencumbered by lifelong tuition and profitability, we have no choice. If we continue to resist and we do not join in with the changes in the university, we will be squashed like a bug crossing the super highway. I know you wish to return to the tweed jackets, pipe smoking, and 13 hours of counseling you had with your favorite client. Of course, you hope to slough off accountability so you can continue to ruminate about the good old days, but this will be impossible. The first trend in counseling in the year 2021 will see counselors changing their attitudes, moving through their own resistances to excitement. Counselors will go with the force, or be forced into permanent sabbatical.

Discarding Post-industrial Counseling Organization

The second trend relates to new organizations. What will the organization of college counseling look like in the year 2021? It will be much like the new organization suggested in the trends stated above: entrepreneurial and computer driven. But, more specifically, the new organization of counseling will have several different elements. First, we will get rid of the words "student services." Are we educators or not? Although everybody needs technical support, counselors with master's degrees will be hired to provide education and to change behavior, not merely to support it. The erroneous assumption that all we have to do is "deliver the student to the classroom in optimal condition for learning" will reach its final resting place. Besides, "student services" sounds like an international oil company! I know of no college or university where they have departments of English services or mathematics services. The question we need to answer is, "What is it we do to educate students directly?"

We must recognize that medical, real estate, and banking services should be provided by the outside community. College financial aid services belong to the local bank. College housing services belong to the local real estate broker, and all but

emergency medical services generally belong to the city hospital. This does not mean that we do not have a calling. Fortunately, our calling in a results-based society goes to the center of the direct education of students.

In the next century, college financial aid offices will offer topics such as budgeting college money, financial planning through the life cycle, and preparing financially for a family. These courses, or seminars, will be fundamentally much more educational and important than vying with the local bank to provide loans and other financial services. Housing education in conjunction with other disciplines will include important areas of student leadership and personal relationships. Housing departments will initiate an entire curriculum of living together, sexual orientation, and relationship conflict. Health services will educate college students concerning AIDS, abuse, stress, and immunity management. Teaching these programs is important.

If our narrowed purpose in the future is to educate students directly, two camps, instruction and student affairs, are unnecessary. I know how some of you feel, because I spent five years of my life as a dean of students fighting with the vice president of instruction. While results indicated that we were both bloodied after the five years, we also deviated from purpose, and yet we were fighting for the same territory, the same concern—to directly educate students. The waste of power between instruction and student affairs will be seen as an unnecessary expenditure in the year 2021, or possibly before then. Naturally, somebody has to be in charge of the direct education of students, but the battle to determine and keep the territory rights is over.

Counselors as Teachers

For those of us in counseling, the new century will demand new skills in three areas. First, we will need new skills related to changing behavior, not merely presenting information. Second, we will need to move from therapy to direct teaching of content; and third, we will need to move from being artists to being scientists. Each carries with it enough challenges and excitement to erase the nostalgia for the past decades.

The need to add to or change student behavior demands a much more prescriptive process than allowed in the traditional counseling approaches. Counselors will need to understand how to change behavior, how to set goals, and how to move a student from point A to point B. Traditionally, we have placed the onus

on the client to change. The student as a consumer, picking and choosing unilaterally, attempting to educate him- or herself through the client-centered therapeutic method, is of the twentieth century. In the future, directions need to be *prescribed* by faculty in concert with students. This does not mean that students forfeit their internal locus of control to the faculty direction. Within instructional guidelines, maintaining an internal locus of control and taking responsibility for one's learning are paramount. Despite past counselor training, counselors have had the luxury of not being accountable for student progress. This will not be the case in a results-based student success curriculum. This will be difficult for counselors to learn because of previous training or passivity toward the learning process.

Moreover, for the first time counselors will be responsible for college success—a content or "master student" approach, a discipline of affective development foundational to the learning of other subjects. The student development curriculum will provide content and goals, methods of presentation, sequencing of experiences, qualified instructors, and methods of evaluation. The formation of this discipline is underway but will take a good portion of the new, beginning century to complete.

Last, the art of counseling, which we have worked on so diligently over the years, will be supplanted by the steel gray, postmodern industrial science of measured, planned student success. This is not all good, but the banner of results will be based on metric assessments and "success engineering," the new accountability for counselors in the future. It will also be the basis for increased funding and job security within higher education.

Student Development as a Discipline

The student success curriculum will have several elements of counselor responsibility. These are assessment, identification of foundational characteristics, and prescribed interventions.

Assessment of goals, outcomes, and accountability, while thought to be discrete by some, are all part of the same process. One should not exist without the others. Let's look at assessment. First, before the year 2021, we will begin to realize that assessment of prior achievement is insufficient for those students who need to improve in basic subjects. The next century will give us a set of measured causes of lack of achievement, and offer measured interventions for improvement.

An analogy may clarify here. In 1960, if you went to your

cardiologist, he or she would test your blood pressure. If high, you would be given some digitalis and be sent home. Measurement indicated a problem with hypertension, but solutions to the problem were unknown. Today, college counseling personnel are still measuring achievement by a lack of it! Measurement tells students they are doing poorly in a subject and probably will do poorly in the future, but so what? We must tell the student why he or she is doing poorly and what to do about it.

Today in medicine things are different. Thirty years of extensive research have provided six indices of heart disease: stress, high and low density cholesterol, lack of exercise, diet, obesity, and heredity. Through extensive research findings, indices allow for a direct intervention to improve the quality of life and possibly to extend it. In student development, we must uncover and measure the causes of lack of success. Each specific cause will elicit interventions, which will increase the probabilities of college success.

Along this line, I am working on identifying eight factors of success. These are in the *College Success Factors Index* (Hallberg, Sauer, & Hallberg, 1992). These factors exist as foundational to achievement, and have been found to be valid in the literature as well as empirically.

Control/responsibility. If we do not have control over the responsibilities we assume at college, less success is possible.

Competition. The need to compete is part of our culture, and thus is an aspect of college and career success. For successful students, competition becomes internalized—they compete with themselves.

Task precision. A strong goal or task orientation, and a desire to complete the task in a near perfect manner, are very important in college success.

Expectations. Successful students have goals that are related to assignments, areas of study, and future careers.

Wellness. How healthy one is relates to college success. Stress, anger, sleeplessness, alcohol or drug use, and inadequate diets are deterrents to college success.

Time management. How people maximize the time they have, and schedule activities to affect productivity, will directly affect success.

College involvement: Being involved in the college environment, and knowing how to use school resources, are important factors in persistence and retention.

Family or significant other involvement. Family encouragement and participation are important motivating factors in a student's success.

These factors are measured in the *College Success Factors Index* and lead to specific interventions designed into a curriculum entitled *Making the Dean's List* (Hallberg & Achieris, 1998). In terms of the factors stated here, control and responsibility interventions include assertiveness training or self-esteem education. Conflict resolution and communication skills are included for competition, and it utilizes time management theory and exercises.

In the future, then, the formation of a college success curriculum must answer five questions.

1. Have we committed ourselves to the purpose of college, which is to increase student success?
2. What are the factors that affect student success in college?
3. Are we able to measure these variables that lead to success?
4. Once we have measured factors of success, can we identify causes and communicate these factors to the students and the college community?
5. Is there a student success curriculum related to these factors that we can teach to students and measure their progress to increase their chances of success?

The formation of the college success curriculum will develop in the next 10 years, and it is my belief that student development professionals should be at the center with their success partners from other disciplines, as well as students.

Although I have outlined the path to the year 2021 in a broad manner, nevertheless, I hope the reader will add a few skips of his or her own flat rock across the lake. I only wish my tenure were just starting. When I began, counselors were considered "suspect at best," but the future will find counselors indispensable to the success of learners in higher education. Let's take the challenge.

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